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ABSTRACT

The purpose of this manual is to assist teachers in developing those reading skills necessary for successful social studies learning. Chapter I discusses the supportive emotional climate and necessary diagnosis that are concommitants. Chapter II discusses reading vocabulary and essential reading skills through selections and sample questions. Chapter III deals with teaching techniques which the teacher can acquire to assist students in the improvement of reading. Chapter IV contains a taxonmy as a guide to materials which can be used to teach needed skills. The guide focuses on a social studies approach to Africa and the United States Government. (Author/TS)

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Preliminary Draft

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A Reading Manual and Taxonomy For the Social Studies Classroom

October, 1974

This manual and guide for reading in the social studies classroom was prepared as a function of the New York City Right to Read Impact Project.

Board of Education of the City of New York
Division of Educational Planning and Support
Bureau of English
131 Livingston Street, Brooklyn, N. Y. 11201

CS 002 463

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Every day social studies teachers are presented with an enormous challenge of teaching basic concepts and content and providing students with the skills necessary to understand better the materials they are required to read. Reading is an essential part of our curriculum, and more of us are beginning to recognize the need to integrate content and reading in our classrooms. "Reading is the means, and the end is content acquisition and understanding...."

The purpose of this manual is to assist teachers in developing those reading skills necessary for successful social studies learning. Chapter I discusses the supportive emotional climate and necessary diagnosis that are concommitants. Chapter II discusses reading vocabulary and essential reading skills through selections and sample questions. Chapter III deals with teaching techniques which the teacher can acquire to assist students in the improvement of reading. Chapter IV contains a taxonomy - a guide to materials which can be used to teach needed skills. Time restrictions necessitated limiting the topics to Africa and American Government.

It should be emphasized that the purpose of this manual is NOT to convert social studies teachers into reading teachers, but to enable them to assist their students in the acquisition of basic social studies information, concepts and skills.

As a preliminary effort, this manual is of necessity incomplete and subject to revision. Your additions, modifications and suggestions are sought and will be included in a revised edition.

ACKNOWLEDGEMENTS

The planning and design of this manual and taxonomy were under the direction of Muriel Mandell, coordinator of the New York City Right to Read Impact Project, with the cooperation of Anita Dore, acting director of the Bureau of English, and Florence Jackson, acting director of the Bureau of Social Studies.

The writing and research were the joint responsibility of a team of social studies supervisors and teachers headed by John Bunzel, assisted by Sybil Evans, Sylvia Rose and Dana Willens, and reading teacners and trainers headed by Muriel Mandell, and including Jane Furth, Evelyn Darer, Al Marcus, Edith Novod and Myrna G. Weiner. Dr. Janet Lieberman of LaGuardia College and Dr. Louis Simon of the City College Graduate School of Education were kind enough to read through the manuscript and give suggestions.

Editorial assistants included Doris Kaplan, Beverly Weinstein and Libby Harnik.

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CHAPTER I - ASSESSING NEEDS

As in most human endeavors, nothing succeeds like success. Students can and should be challenged and encouraged to do difficult work, but not work that is so far beyond them that they simply resign. All work should be corrected as soon as possible, and constant encouragement, praise and some tangible indication of achievement should be given whenever possible. Certificates of progress and achievement are particularly effective for the student who does not have a history of academic achievement. Learning contracts, spelling out basic responsibilities, sometimes help set minimum standards of behavior and shift initiative from the teacher to the student. Interest inventories, written or oral, can help the teacher to build on student hobbies and concerns.

SAMPLE

CERTIFICATE OF PROGRESS AND ACHIEVEMENT

Date:

Dear

We are pleased to tell you that _____

is doing very well in _____.

_____completes all of his assignments and homework, works to the best of _____ ability, and is an asset to the class.

Congratulations!

Sincerely,

SAMPLE

LEARNING CONTRACT

WELCOME TO _____
(Course Number - Title)

Let us tell you something about the course:

1. We shall explore the rich cultural heritage and life styles of the peoples of Africa and the Middle East.

2. While studying about these countries, we shall also learn to use basic tools of learning such as problem-solving, how to understand what we read, how to see things more clearly, how to make clear judgements, and how to use many different kinds of materials to get information. These skills will help you in all of your subjects.

To make sure we all succeed, a few basic rules will be followed:

1. Be on time.

2. Take work folder and be seated.

3. Always be prepared with a pen.

4. Be responsible for a neat and complete folder.

Grades will be determined on the basis of your own progress in doing the required work. Grades will take the following into account:

1. Attendance
2. Folders (All work missed must be made up.)
3. Special projects
4. Tests
5. Extra credit work

STUDENT'S CONTRACT:

AS A STUDENT IN_____, I HAVE READ THE STATEMENT ABOVE. I UNDERSTAND THE CONDITIONS OF THE CONTRACT AND AGREE TO ABIDE BY THOSE CONDITIONS IN ORDER TO SUCCEED IN THIS COURSE.

_____
(Signature of Student)

TEACHER'S CONTRACT:

I AGREE TO ABIDE BY THE TERMS OF THIS CONTRACT BY BEING FAIR TO THIS STUDENT, TREATING _____ AS AN INDIVIDUAL AND MARKING THE STUDENT ON THE BASIS OF HOW WELL _____ COMPLETES THE CONTRACT.

_____
(Signature of Teacher)

SAMPLE SOCIAL STUDIES

INTEREST AND ATTITUDE INVENTORY

Name_____ Grade_____

Directions: Complete the following sentences.

1. I was born in_____
2. In the United States I started school in the _____ grade.
3. I speak_____
4. I read and write_____
5. I like to read about_____
6. On weekends I_____
7. I would like to be a_____
8. I like to read when_____
9. I wish I could_____
10. When I read Social Studies textbooks, I _____
11. When I finish High School_____
12. I like movies and TV about_____
13. Some great Americans I admire are_____
14. I liked visiting_____
15. If I could visit anywhere in the U.S. I'd go to_____
16. If I could go anywhere in the world I'd go to_____
17. I'd like to live in _____
18. If I were president I'd_____
19. I would like to live in (a large city) (a small town) (a farm) Check one.
20. I would like to be (president) (a congressman) (a judge) Check one.
21. I learn best by (listening)(watching) (doing) (reading) Check one.

A. DIAGNOSIS

If student and social studies teacher are to function at their best, it is important each term to get an early estimation of students' ability to perform basic reading skills and to handle the textbooks and other material available for distribution. Diagnosis should continue throughout the term, with constant reevaluation and identification of specific reading problems and of special interests.

At the beginning of the term, the teacher can survey the students' language skills informally by doing as many of the following as can be accomplished within the first several days:

1. For general assessment of verbal ability:
   a. -- listen for fluency in vocabulary and expression
   b. -- assign a brief (five minute) writing activity "Inflation is....." or "If I Were President....." or "The teenagers in the movies or television are usually....." Consider grammar, spelling, punctuation, vocabulary, relevance and clarity of expression.
   c. -- distribute passages (1 or 2 paragraphs) from available texts and ask students to read (orally or silently) and tell you what they read about or have them answer simple questions.
2. To assess students' ability to manage material intended for distribution:
   a. CLOZE

      Prepare and administer a CLOZE test (or a series of CLOZE tests). Duplicate a passage from a text intended for distribution. After the title and introductory sentence, replace very fifth word with a blank. Ask students to fill in the blanks.

1) Students who can supply 57% or more of the missing words can handle the book independently.

2) Students who can supply 44%-57% of the missing words can use the book with some support or assistance.

3) Students who supply less than 44% of the words require easier material or considerable support (vocabulary development, pre-teaching, carefully devised questions, study guides.)

4) An analysis of the types of errors will give clues to general verbal ability as well as background in the particular subject matter.

SAMPLE

CLOZE TEST

HOW DOES A BILL BECOME A LAW?

(From Schwartz & O'Connor, Exploring Our Nation's History, p. 137)

Lawmaking and the Constitution. Lawmaking is one of the most important jobs o government. For laws are the (1)_____ by which a government (2)_____ the activities of its (3)_____. By telling them what (4)_____ may or may not the government makes it (6)_____ for large numbers of (7)_____ to live to in (8)_____. Laws also deal with (9)_____ important matters, such as taxes people pay and (11)_____ services they receive in (12)_____ for taxe services (13)_____ keeping order, helping people (14)_____ need, and protecting the (15)_____ from its enemies.

In (16)_____ absolute monarchy or dictatorship, (17)_____ are made by one (18)_____. This is probably the (19)_____ and simplest way to (20)_____ In a modern (21)_____, on the other hand, (22)_____ is neither fast (23)_____. The people elect hundreds (24)_____ representatives. Th come (25)_____ different parts of the (26)_____. They belong to differe (27)_____ parties and represent people (28)_____ all sorts of interests. do these representatives agree (30)_____ what laws to make (31)_____ nation?

1._____	11._____	21._____
2._____	12._____	22._____
3._____	13._____	23._____
4._____	14._____	24._____
5._____	15._____	25._____
6._____	16._____	26._____
7._____	17._____	27._____
8._____	18._____	28._____
9._____	19._____	29._____
10._____	20._____	30._____
		31._____

CLOZE TEST - ANSWER SHEET

Students must supply the exact word for the purpose of estimating percentages. However, a student who can provide a suitable synonym obviously comprehends the material, and the teacher should consider this in deciding how much support is necessary or whether an easier book should be provided.

ANSWER KEY

1. rules
2. regulates
3. people
4. they
5. do
6. possible
7. people
8. peace
9. other
10. the
11. the
12. return
13. include
14. in
15. nation
16. an
17. laws
18. man
19. fastest
20. make
21. democracy
22. lawmaking
23. simple
24. of
25. from
26. country
27. political
28. with
29. How
30. on
31. for

SCORING

Independent Level - 57%

Instructional Level - 44% - 57%

Frustration Level - Below 44%

HARRIS WORD LIST *
(Quick Placement Test)

PRE-PRIMER	PRIMER	FIRST	SECOND	THIRD
am	cake	another	clang	check
big	all	cry	fruit	reason
see	how	hopped	quick	plain
dog	from	gate	teach	freeze
up	into	snow	sound	knife
look	story	next	music	inch
to	that	bunny	often	moment
me	wanted	thought	straight	president
it	playing	well	dark	shovel
good	milk	running	cannot	whale

FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH
addition	accomplish	natural	pajamas	tease
blizzard	commotion	pardon	quantities	impatient
compound	decorate	excitement	seldom	handsome
embrace	essential	follows	statue	farmer's
groove	marvelous	gathering	cover	firm
introduce	grateful	mischief	yell	earlier
magic	population	century	recreation	companies
nonsense	remarkable	deck	prepared	heard
permanent	suggestion	immediately	nervous	accomodate
scratch	territory	decide	habit	heap

SCORING

2 errors test at a higher level
3-5 errors indicates reading level
6 errors - test at an earlier level

You can get a quick assessment of which textbook to try on by having the individual student read the above words aloud to you.

* Harris, Albert J., How to Increase Reading Ability, New York, David McKay Co., 1961.

QUICK ESTIMATION OF READING LEVELS FOR PERIODICALS

Approximate Grade Levels	4+	6+	8+	10+	12+	14+	16+
Reading Level	Very Easy	Easy	Fairly Easy	Standard	Fairly Difficult	Difficult	Very Difficult
Average Sentence length in words	8	11	14	17	21	25	29
Syllables per 100 words	127	135	142	150	158	166	175
Pronouns per 100 words	19	14	10	6	4	3	2
Typical Magazines	Comics	Pulp	Reader's Digest	Time	Literary	Scholarly	Scientific and Professional

For each designation, all of the criteria must be met.

From: The Reading Process in the Content Areas; Instructional Services, The School District of Philadelphia, 1971.

Other useful estimates of reading level include: Fry's "Graph for Estincting Readaility" and the "Dale-Chall Readability Formula,"

b. INFORMAL TEXTBOOK INVENTORY --Devise questions based on the text intended for distribution:

Questions should aim at discovering how well students can perform various reading skills with this text. Select a passage from the text (approximately two to four paragraphs) and write a series of questions aimed at tapping vocabulary, detail, main idea and one or two more sophisticated skills. It is a good idea to write the questions for each skill in order of increasing difficulty. Make sure th students have sufficient time to read the material and answer the questions within one period. Let students know the purposes for which this is being done so that they will not feel threatened.

1) If most of the students struggle and barely manage to answer 50% of the questions correctly, a simpler book is desirable. If no other material is available, considerable support will be necessary.

2) If most of the class answers between 50% and 80% of the questions correctly, the book is at their instructional level and can be used with teacher guidance.

3) If most of the class completes more than 80% of the assignment accurately, more challenging material should be found, even if only on a supplementary basis.

Where possible, parallel exercises in easier and harder texts should be available. After all the students have been assigned work, the teacher should circulate and become aware of those students who have too much or too little difficulty. The teacher might have a student read a short passage to her privately. If he is unable to read and understand the material, he should be asked to do the parallel exercises in the easier book. Similarly, a student who completes the assignment correctly well ahead of time should be given the more difficult material to work with.

3. Official Reading Scores

These scores, obtainable from student record cards (and/or from the English or Reading Department) will provide a general idea of students' reading ability compared to a norm. They should be interpreted carefully; they usually reflect a student's frustration level* of reading, and can be influenced by many variables. Make sure you note the date of the test. Also bear in mind that the comprehension subscore is a more useful indication of reading level than the vocabulary scores.

Diagnosis As A Continuing Process

An initial diagnosis provides the teacher with a point at which to start and a general concept of a student's abilities and disabilities. However, opportunities for continuing diagnosis present themselves every time a student reads, speaks, writes, acts. Throughout the term, the alert teacher also becomes aware of a student's learning style (does he remember better if he draws a picture of the concept?); his attitude and motivation; his attention span; his interests; his interaction with his peers and his reaction to authority. A student may "flower" at mid-term or even later; he should be provided with more challenging material as well as with recognition of his progress. In addition, a student's interest and background of experience level change with the content, and it may be necessary to give harder or easier material for different topics.

* Frustration level - student can profit from instruction approximately one year below frustration level. (Instructional level)
Students can operate independently approximately two years below frustration level. (Independent level)

CHAPTER II - READING SKILLS FOR SURVIVAL IN THE SOCIAL STUDIES CLASSROOM

If the student is to be able to use the textbook, encyclopedia, atlas, dictionary, newspaper, magazine, biography, and other print resources, the teacher is faced with helping the student to overcome the barriers imposed by vocabulary and comprehension deficiencies.

A. VOCABULARY

Vocabulary development must be an important component of all social studies teaching. The problem exists on both extremes, from the student whose vocabulary is so limited that he cannot recognize the fact that a particular word is a proper noun to the glib student who uses imprecise polysyllabic terms without a true understanding of their meaning.

The development of vocabulary is closely related to a person's ability to conceptualize, to develop a mental image of an action or a thing and make generalizations concerning it.

STEPS IN VOCABULARY DEVELOPMENT

1. PREVIEW

   Look over material to be used to determine which are the words that are essential to the meaning of the passage that you think will cause trouble. Look for:

   a. technical vocabulary which may be totally unfamiliar (apartheid)

   b. multi-meaning words which can confuse (party)

   c. polysyllabic terms which may cause decoding or meaning problems (extraterritorial)

   d. figurative language with literary or historical references or allusions which are unfamiliar (thrown in legislative hopper)

   e. idioms (run for office)

   f. abstractions for which students may have imprecise concepts(democracy)

   g. pronoun referents (it, which, they)

   h. connotative words (communist, liberal)

2. PRETEST (formally or informally)

Check your hunches in order to avoid assuming either ignorance or knowledge on the part of the particular students with whom you are dealing.

1. Prepare a list of basic words to be used in the course. Start with easy words or terms and work toward more difficult ones. Ask students to check off those that they know.

2. Use matching test (with definitions) on words, roots, prefixes, and suffixes. Use sentence context where possible.

3. Have students write out definition (s) of a word. (Use sparingly. It is easy to overdo this approach.)

4. Have students classify words under given topics:
   physical features: desert, river, mountains, oasis
   political features: nation, province, state, town, city

5. Have students derive the meaning of words from context clues within the sentence or paragraph. Infer the meaning of an italicized word from its relationship to other words in the sentence: (They developed pellagra, scurvy, kwashiorkor, and other diseases caused by poor nutrition.)

6. Have the student derive the meaning of words from context clues within the word itself. Infer the meaning of the word from the meaning of its component parts: (in-, un-, pre-, post-, etc.) Antisocial means _____. Then reverse the procedure. A word meaning against the society is _____.

7. Have students complete comparisons or analogies:
   Employer is to employee as management is to ___(labor)___.

8. Have student write:
   a. synonyms for words: political governmental
   b. antonyms for words: freedom slavery

9. Before and after they study a chapter of one of their texts, check students' understanding of key words by multiple choice tests. (Students may be asked to help prepare these tests.)

10. Give definitions of words and ask students to supply the words defined, e.g. machines doing the work of men (automation). Clues may be added: au_ _ _ _ _ _ _n. A list from which to draw may be supplied and referred to.

Test-like material can be used for instruction when appropriate feedback is applied. It is important, for instance, to go into reasons why an answer is incorrect.

3. TEACH a few words at a time <u>in context</u> as vividly and personally as possible. Choose those that carry the concept load of the lesson.

Studying a limited number of words in depth is more productive than superficial acquaintance with long lists. Choose those they will need at their level. There is little point in teaching "judiciary" before the student knows "judge" and "court".

a. build on the student's background -- relate the unfamiliar to familiar, the past to the present, the distant to the near, the impersonal to the personal, the abstract to the concrete.

b. provide necessary experience, real or vicarious (trips, role playing, pictures, filmstrips, etc.)

c. make vocabulary development an intrinsic and pleasurable part of the social studies lesson by inviting role playing, encouraging educated guesses, and supplying a word's history.

d. Help them to formulate a definition of the word by:

1. giving synonyms and antonyms
2. classifying
3. enumerating words to which it relates
4. exhibiting a sample
5. defining it operationally -- that is, telling what to do in order to experience or recognize the thing to which the word refers.

e. supply a glossary for those words that are merely new labels for familiar concepts.

4. TRAIN for vocabulary independence

   a. Teach them to make educated guesses on the basis of context and context clues: synonyms, antonyms, figures of speech, definition or explanation, description, summary, punctuation.

   b. Encourage students to try to sound out a word syllable by syllable, changing vowel sound, syllable division, or accent, if the word is not recognizable at first.

   c. Draw attention to word parts and their meanings.(in, ex, auto, demos)

   d. Involve students in word and phrase derivations.(to boycott, sit-in)

   e. Assist them in inventing mnemonic devices to aid recall.

   f. Teach them effective use of the glossary and dictionary, particularly in the selection of the meaning that is applicable in the particular context.

5. REINFORCE by supplying opportunities for application. Retention and precision can only come from repeated encounters with the same words.

   a. Motivate for remembering by providing repeated oral and written use by the teacher and student.

   b. Provide game-like opportunities for drill:

      crossword puzzles

      word lotto

      Password

      Twenty Questions

      Categories

      charades and pantomine

      riddles

      jokes and puns

B. COMPREHENSION SKILLS

Nine of the many comprehension subskills have been identified in this manual as basic to the acquisition and understanding of social studies content area.

1. Getting details
2. Finding the main idea
3. Drawing conclusions
4. Cause and effect
5. Categorizing
6. Detecting a sequential pattern
7. Making comparisons and contrasts
8. Distinguishing fact from opinion
9. Application

These skills cover three levels of reading comprehension: literal, interpretive, and applied. Though defined separately in this manual, many of the nine skills overlap in their meanings and in their use. Identifying a cause and effect may lead to the main idea of a passage. Determination of a sequence may be helpful in establishing cause and effect. The separation of fact from opinion may be necessary in establishing valid comparisons. Before they begin the actual reading, students should be instructed in the purposes for which they are reading the given selection.

Effective use of such graphic aids as maps, charts, diagrams, pictures and cartoons, which are so necessary to enhance knowledge and understanding of social studies content, also requires considerable skill building to enable the student to transfer from the visual to the verbal. The visual aids can sometimes serve as a bridge in teaching the thinking skill on which reading comprehension depends. Photographs and cartoons often use details to lay the foundation for inferences, comparisons, and categories, as well as cause and effect relationships and sequences. Similarly time lines, graphs and charts give specific details or suggest inferences, cause-effect relationships and sequences.

SKILL 1. Getting details, at the literal level of comprehension, involves locating and reproducing the facts as presented by the author. Command of detail are the foundation of building blocks which enable students to develop and use other skills. This includes getting answers from the sentence or paragraph to the Who? What? When? Where? How? This is the easiest of the skills listed, but in order to retrieve information accurately, students must be helped to understand vocabulary, punctuation clues, pronoun referents, and other aspects of grammatical structure that help denote meaning.

Many do not understand, for instance, that a pair of commas or parentheses may introduce a synonym, an explanatory phrase, a series of examples. Even a better reader may not realize how semi-colons and colons link ideas. Students need practice in converting large numerals into words and words into numerals. Many overlook qualifying words of quantity such as few, many, seldom, possible.

For the reader for whom the material presents too great a challenge, guidance should be given by directing the student to the specific sentence in which the answer can be found. Later this should be broadened to the specific paragraph, then page, and later chapter. Initially questions for the poorer reader should repeat the exact vocabulary of the passage. Later, questions can be rephrased.

SKILL 2. Finding the main idea involves determining the relationship between what is central and what is supportive so that students can establish an order of importance in a sentence, a paragraph, a group of paragraphs, or even in a longer selection. When the main idea is expressed in a simple sentence, students can be asked to find the topic sentence in the selection. Sometimes students can look to typographical clues - heavy type, italics, underscoring. Most of the time, it is a matter of deciding which idea was developed and how the sentences in the paragraph are related to and support the main idea: by repetition, by example or explanation, by development of steps in a logical order or time sequence, by comparison or contrast. Note that it is important that your detail questions lead the student to the central theme.

Example 1 (Details and Main Idea)

The Constitution divides the federal government of the United States into three main branches. These are the executive (headed by the President), the legislative (Congress), and the judicial (with the Supreme Court at the top.) Each branch is given specific jobs to do and the power to perform these jobs. The chart on page 136 gives a general picture of what the President, Congress, and Supreme Court do.

When the authors of the Constiution set up a plan of government, they tried to prevent any one branch of government from getting too much power for itself. If, for example, the President was given the power to veto laws passed by Congress, what would stop him from throwing out every law he didn't like? Wouldn't this be too much power in the hands of one man?

To avoid this kind of problem, the Constitution has checks and balances; that is, each branch of government can somewhat control the actions of the other branches. For example, Congress can pass a bill by a majority vote, but the President can check Congress by vetoing the bill. Congress can then check the President's veto if it passes the bill again, but it must repass the bill by a two-thirds vote. Another example - the President can make a treaty, but the Senate can check him by refusing to consent to the treaty; the House of Representatives can check the President by refusing to approve the money bill that is needed to carry out a treaty's terms.

Cuban & Roden, The Promise of America: The Starting Line. Scott Foresman & Co.: Glenview, Ill., 1971 Pp. 135-137

Questions: ___ (Details leading to main idea)

1. The constitution divides the federal government into three main (Paragraph 1, Line 2)

   _____ political parties

   _____ counties

   _____ branches

2. The president belongs to which branch of government? (Paragraph 1)

   _____executive

   _____ judicial

   _____ legislative

3. The legislative branch of the government refers to:

   _____ the president

   _____ Supreme Court

   _____ Congress

4. The president can check Congress by:

   _____ making a treaty

   _____ passing a law

   _____ vetoing a bill

5. In order to repass a bill after the president has vetoed it, Congress needs:

   _____ a majority vote

   _____ a two-thirds vote

   _____ a treaty

6. The reason that the authors of the Constitution divided the government into three branches was

   _____ to prevent Congress from passing laws too quickly

   _____ to create more jobs for public officials

   _____ to prevent any branch of government from getting too much power

SKILL 3. Drawing conclusions requires students to analyze data, stated or implied, and make inferences. Students must be made aware that inferences can sometimes be drawn from the inclusion of certain details and the omissio of others, the use of particular vocabulary, or the tone established by a passage. They can also be made sensitive to key words and phrases sometimes used: in conclusion, we can see that, it seems that, it would seem that, therefore, etc.

Example 2

Many Africans still live in tribes. A tribe is a group that lives together in a single place. They are kept together by their own customs and their own language. (Many tribal languages have never been written down. It is difficult, therefore, for one tribe to learn to understand anot Each tribe has its own chief. While he has great power, his rule must follo laws and customs of his people. The land a family farms and uses for cattle does not belong to the family. It belongs to the tribe. Many of the tribes are so large that they include a million or more members. Tribes are differ from each other in many ways.

Schwartz and O'Connor, Exploring Africa South of Sahara. Globe Book Company: New York, N.Y. 1973, (pp.35-36)

This selection lends itself to numerous inference questions.

Questions:

1. Two Africans who speak different languages probably come from
   a. the same tribe
   b. different tribes
   c. different nations
2. A family would not be permitted to
   a. obey their chief
   b. follow their customs
   c. sell the land
3. If a chief changed the rules of his tribe
   a. he would be going against the traditions of the past
   b. he would be replaced by his wife
   c. other tribes would wage war against him
4. Check those statements that are likely to be true

   A tribe without a written language will probably...

   _____have story tellers to tell of past history

   _____use legends for teaching tribal rules

   _____have well-used libraries

SKILL 4. Cause and effect is a reading skill requiring students to determine why an event took place or why a condition exists. Students must be aware of the concept of cause-effect relationships before being asked to look for them in the material. Students can be taught to look for possible cause-effect clues ("Because...," "One reason why....," "In order to..."). Recognizing this pattern can further help students recognize and understand a main idea. Determining cause-effect relationships is also related to the skill of detecting a sequence (Skill #6 below).

Example 3

To many Africans today, the tribe is more important that the nation in which he lives. The African will think of himself as a Yoruba or an Ibo rather than a Nigerian. This is because the nations that exist in Africa now did not exist before the coming of the Europeans. When the Europeans took over Africa and divided it among themselves, they drew many boundaries separating their territories

from each other. The present nations of Africa came into existence with those boundary lines. As a result many tribes were split up and found themselves in countries. In other cases many different tribes were grouped together in the same nation.

Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc. : New York, 1973, p. 153.

Questions: Choose the correct ending for each sentence. Select your answers from the causes given.

Tribes were split up because .....

Nations exist in Africa today because.....

Some nations contain many tribes because.....

Causes

a. nations are more important than tribes.

b. when the political boundaries of the country were made many tribes lived in that area.

c. when the political boundaries of the country were made many nations lived in that area.

d. national boundaries cut across tribal lands.

e. nations didn't exist in Africa before the Europeans came there.

f. Europeans took over Africa and divided it amongst themselves.

SKILL 5. Categorizing is a skill that requires students to group and organize specific data according to some rational principal. Students learn to sift materials, separate major from minor details, and structure information in a new form. The teaching of this skill can logically be a development from the ranking of main idea and supporting details. In teaching this skill, teachers should help students establish categories for information. Frequently, this is done by the author; sometimes it can be done by the teacher as she prepares the students for the reading. Once the idea has caught on, students should be encouraged to establish their own categories.

Example 4

Civil rights are limits on the power of the government. Guaranteed to you by the Constitution and its amendments, these rights may be divided into three categories: personal freedom rights, justice rights, and property rights.

Your personal freedom rights give you the right to be owned by no man. They also give you the rights to think, talk, and move about as you wish. These are the most basic of your rights. They are rights that you use every day of your life.

Your justice rights are your guarantees that you will be treated fairly if you are ever accused of a crime and placed on trial. They give you the right to be informed of the accusation made against you and the right to have a lawyer to help in your defense. You have the right to an impartial jury. You cannot be forced to testify against yourself and you have the right to confront your accusers and a further right to have witnesses called who can testify in your behalf. If you should be accused of a federal crime, you can be brought to trial only if you are accused by a grand jury.

Your property rights give you the right to buy, own, and sell all kinds of property.

Adapted from Ball and Rosch, Civics. Follett: Chicago,1973. p.116-117

Questions

Directions: Fill in the outline below with the major rights included under each of the three categories of your civil rights.

THREE CATEGORIES OF CIVIL RIGHTS

A. Personal Freedom Rights

1. _____
2. _____
3. _____
4. _____

B. Justice Rights

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. Property Rights

1. _____

2. _____

3. _____

* Variation: Students can be asked to establish their own categories.

SKILL 6. Detecting a sequential pattern in a selection entails reading to learn the chronological order of a series of events. This involves a knowledge of tense, and of such signal words as: first, then, next, before, after, last, meanwhile, in retrospect, previously. Flashbacks and presentation of material out of order pose special problems. Note that the same paragraph was used previously in developing cause and effect and is now used to develop questions for detecting sequential patterns.

Example 5

> To many Africans today, the tribe is more important that the nation in which he lives. The African will think of himself as a Yoruba or an Ibo rather than a Nigerian. This is because the nations that exist in Africa now did not exist before the coming of the Europeans. When the Europeans took over Africa and divided it among themselves, they drew many boundaries separating their territories from each other. The present nations of Africa came into existence with those boundary lines. As a result many tribes were split up and found themselves in different countries. In other cases many different tribes were grouped together in the same nation.
>
> Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc.: New York, 1973, p. 153.

Questions: Write T or F (True or False) before each sentence.

_____ In Africa nations came into being after tribes.

_____ There were Yorubas and Ibos before there were Nigerians.

_____ There were Europeans in Africa before there were Ibos.

_____ There were Europeans in Africa before there were Nigerians.

Activity: Use numbers 1, 2, 3 to indicate which event happened first, second, and third.

_____ Modern African nations are created.

_____ Europeans take over Africa.

_____ Africa exists without nations.

SKILL 7. Making comparisons and contrasts involves patterning factual material to highlight similarities and differences. Key phrases student should recognize are similarly, likewise, on the other hand, in contrast, but, conversely. Again punctuation and grammar clues are important; parallel structure, for instance, indicates relationship.

Example 6

In America, when a young couple marries, they move into a home of their own. In Africa the wife goes to live with her husband's family. In our country young people choose the husband or wife whom they wish to marry. In Africa the marriage is usually arranged by the parents. This means that the parents may actually pick the mate for their son or daughter to marry. More often, however, a young man meets a girl whom he likes. He then reports this fact to his father and must get his approval. His father and several other members of the family then arrange to visit the girl's parents to get their approval and to discuss the marriage. Part of the discussion involves the payment of what is known as "bride price" or "bridewealth." The young man has to make some kind of payment to the girl's father before he is allowed to marry her. This payment is usually in the form of cattle or sheep or another type of currency. This does not mean that the man is buying his wife. The bride price is a symbol that the union of the two people is legitimate. It is also a form of compensation for the father of the bride who is not only losing a daughter but a worker as well.

Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc.: New York, 1973, p. 151

ACTIVITY: Place each custom under the appropriate heading.

1. Young people choose the person that they wish to marry.
2. Young married couple moves in with husband's family.
3. Young married couple moves into home of their own.
4. Husband can only have one wife at a time.
5. Husband can have more than one wife at a time.
6. Before marriage husband-to-be gives father of the bride a payment.
7. It is not customary to pay a "bride price."
8. Father may choose wife for his son.
9. Mother may choose husband for her daughter.
10. Parents must approve of the mates that their children select.

CUSTOM OF AFRICANS	CUSTOM OF AMERICANS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SKILL 8. Distinguishing fact from opinion. As with establishing cause and effect relationships and drawing inferences, distinguishing fact from opinion requires substantial pre-teaching before students can be asked to deal with it in a reading situation. The distinction is frequently difficult and often requires considerable sophistication and critical ability. Students must learn to identify verbal clues ("Some people think...," "It is believed that.."), develop sensitivity to connotations and "loaded terms," detect bias, and learn to deal with verifiable facts as well as false or inaccurate statements which pass for fact. After determining what an author is saying, students must learn to ask the appropriate questions: "Is it so?" "How can we tell?"

Example 7

Most scientists now believe that Africa was the birthplace of mankind. In 1959 Dr. Leakey, an anthropologist, discovered the fossilized bones of a skull in northern Tanzania. This, he claimed, was the "oldest example of man on earth," born over 600,000 years ago. It is now thought that this creature lived as far back as 1,850,000 years ago. What this creature looked like, what color his skin was and how much hair he had is impossible to know. But Dr. Leakey called this creature a man because it was found together with chipped pebble tools. This ability to make tools is one of the things that distinguishes a man from the apes. In February, 1971, bones were found in Kenya dating back about 5 million years. On the basis of all this evidence it is believed that mankind began in Africa and from there gradually wandered to other parts of the world.

Questions: Determine which of the following statements are facts and which are opinions. Then place F (Fact) or an O (Opinion) before each sentence. Be able to give reasons or arguments to support your answers.

___1. Dr. Leakey discovered fossilized bones of a skull in northern Tanzania.

___2. Dr. Leakey discovered a skull in 1959.

___3. This creature was born over 600,000 years ago.

___4. This creature was the oldest example of man on earth.

___5. The skull was found together with chipped tools.

___6. In 1971, bones were found in Kenya dating back about 5 million years.

___7. Mankind began in Africa and from there gradually wandered to other parts of the world.

SKILL 9. Application involves the use of information in a new situation. The effectiveness of the reading can be judged best by the extent to which it influences action and attitudes. Students should be trained to relate the material to other information in order to solve problems, predict outcomes, clarify values and establish new hypotheses. It is the most sophisticated skill dealt with here, encompassing all of the others. It is essential to students' true understanding of social studies and their independence as readers and thinkers.

Example 8

> The President has much to do with the making of laws. He sends messages to Congress asking for laws he thinks the nation needs. If Congress adjourns without passing the laws he has asked for, he may call it back for a special session. He may also, as we have seen, veto bills passed by Congress.
>
> Schwartz and O'Connor, Exploring our Nation's History. Globe Book Co., Inc.: New York, 1969, p. 147.

Questions: List two examples of the President's use of his legislative (law-making) powers within the last year (month, week, etc.)

1. _____

2. _____

Decide which of the following headlines illustrates the use of one of the President's legislative powers. Write "YES" in the blank next to the headline if it does show his law-making powers. Write "NO" in the blanks that do not show his law-making powers.

_____ 1. President Appoints New Federal Judge.

_____ 2. President Asks Congress to Cut Taxes.

_____ 3. Congress Goes Home For Vacation.

_____ 4. President Signs New Treaty with Soviet Union.

_____ 5. President Vetoes New Social Security Law as Too Expensive.

Example 9 *

> In America when a young couple marries they move into a home of their own. In Africa the wife goes to live with her husband's family. In our country young people choose the husband or wife whom they wish to marry. In Africa the marriage is usually arranged by the parents. This means that the parents may actually pick the mate for their son or daughter to marry. More often, however, a young man meets a girl whom he likes. He then reports this fact to this father and must get his approval.

*Note this same passage was previously used to teach making comparisons and contrasts.

His father and several other members of the family then arrange to visit the girl's parents to get their approval and to discuss the marriage. Part of the discussion involves the payment of what is known as "bride price" or "bridewealth." The young man has to make some kind of payment to the girl's father before he is allowed to marry her. This payment is usually in the form of cattle or sheep or another type of currency. This does not mean that the man is buying his wife. The bride price is a symbol that the union of the two people is legitimate. It is also a form of compensation for the father of the bride who is not only loosing a daughter but a worker as well.

Rosenfeld and Geller, Afro-Asian Culture Studies. Barron's Educational Series, Inc.: New York, 1973, p. 151.

Questions:

1. Based on your knowledge of wedding customs in the United States, what are some of the rituals involved?("Something old, something new, something borrowed, something blue" is an example of a ritual.)

2. A young African city-dweller wants to marry a girl of a different tribe. His parents back in the village opposed this union.

a. What problem does this present?

b. What are the alternatives?

c. What are the consequences?

d. How would you advise the people involved?

e. Do you think this situation would present a problem in fifty years? Why?

3. In the United States the divorce rate is about 1 in 3. In Africa divorce is virtually unknown. What are the values in each society that produce these results? How do these values compare with your own?

*4. Suppose you were to help establish a "new" society. Construct a marriage contract which might include: rules, relations with in-laws, property arrangements, and any other items you wish to be included.

*This is best developed as a group activity or an independent committee report.

SIGNALS

I. Signals indicating additional ideas

A. Signals pointing to coordinating ideas

AND	FURTHERMORE	BESIDES	LIKEWISE
ALSO	PLUS	TOO	SIMILARLY
ANOTHER	OTHERWISE	AFTER THAT	
IN ADDITION	MOREOVER	NOT ONLY BUT ALSO	

B. Signals pointing to final or concluding ideas

CONSEQUENTLY	IN CONCLUSION	THEN	FOR THIS REASON
THUS	IN SUMMATION	TO SUM UP	AS YOU CAN SEE
HENCE	AT LAST	IN BRIEF	IN SHORT
THEREFORE	FINALLY	IN THE END	

II. Signals indicating a change in ideas

IN CONTRAST	ON THE OTHER HAND	FOR ALL THAT	EXCEPT
ON THE CONTRARY	NEVERTHELESS	YET	
OPPOSED TO	BUT	STILL	
CONVERSELY	IN SPITE OF	TO THE CONTRARY	
	ALTHOUGH	HOWEVER	

III. Signals pointing to relationships

A. Time Relationships

IN THE FIRST PLACE (SECOND, ETC.)	NEXT	FORMERLY
THEREAFTER	LAST	PREVIOUSLY
FINALLY	LATER	HEREAFTER
IN RETROSPECT	BEFORE, BEFORE THAT	IMMEDIATELY
NOW	AFTER, AFTER THAT	AT LENGTH
THEN	AT THE SAME TIME	AT LAST
TO BEGIN WITH	FOLLOWING	MEANWHILE
	SINCE, SINCE THEN	FINALLY
	SOON	

B. Space Relationships

HERE	CLOSE	BY	FURTHER ON	TO THE EAST
THERE	FAR	AWAY	ABOVE	WESTWARD
YONDER	NEAR	EVERYWHERE	BENEATH	UNDER
				ACROSS

C. Related in degree

MERE	MANY	LITTLE	SOME	BEST	FEWER	GREATER	ABOVE ALL
ONLY	MORE	LESS	ALL	WORST	FEWEST	GREATEST	
	MOST	LEAST	ALMOST				

D. Pointing Signals

THIS	THAT	ONE	SOME
THESE	THOSE	SEVERAL	FEW

CHAPTER III - STRATEGIES FOR INTEGRATING READING SKILLS AND SOCIAL STUDIES

Grouping
Study Guides
Rewriting

Among the techniques that can be used to facilitate social studies learning by using print material are the grouping of students, the preparation of study guides, and the rewriting of materials. These techniques can support or supplement a teacher's regular mode of instruction or they can be used for a series of separate or independent activities. In either case, some form of diagnosis of student ability is essential. Equally important is a supportive classroom attitude.

Obviously, every suggestion in this manual cannot be instituted simultaneously. All suggestions must be tempered to the physical and human resources at hand - time, energy, materials - as well as to an assessment of student needs.

A. GROUPING

A number of students can be differentiated from the class at large and set to work with separate materials or at separate tasks. Grouping has many advantages:

--it eliminates many of the problems of heterogeneity in the classroom

--it provides appropriate challenges for students on different levels

--it permits students to pace their own progress, freeing them from the stigma of being too slow or from the boredom that results from work that is too easy

--it gives the teacher an opportunity to work with the student as an individual

--it bolsters confidence and facilitates academic success

--it provides students with sufficient mastery of material to contribute to class discussions

--it promotes socialization

While grouping generally works best in rooms with movable furniture, particularly when socialization is desired, it is also effective in fixed-furniture situations. The basic concept is that not all students must do the same thing at the same time, but that they work at appropriate projects geared to their own interests and abilities.

Where possible, it is important to have a classroom library including alternate texts, bibliographies, pertinent fiction and current pamphlets and periodicals. The wider the variety of materials, the greater the likelihood of finding something of interest and value and at a level at which each student can succeed. This also increases the availability of illustrative material at the student's disposal. Of course, a dictionary should be accessible.

Obviously, support personnel make grouping easier, but if paraprofessional, volunteer, or student teacher is not available, the students themselves function well as group leaders, and peer teaching can be extremely fruitful for both "teacher" and student.

Grouping by reading level

1. Homework

   a. Give differentiated homework assignments from the same text. Having students answer questions at their own level enables each student to make a contribution to a class discussion. The primary task is to develop appropriate questions at different ability levels. Students whose skills are limited to reading for information should have detail questions to answer; students who can manage more sophisticated skills should be asked more demanding questions. This type of assignment can provide the basis for more developmental lessons.

   b. Give students differentiated materials for homework so that each student can work with materials at his level. All students can be asked to answer the same questions based on the material they have read.

   c. Give students differentiated materials and have them answer different questions based upon the materials they have read.

2. In-class Activities

   Designate two to four groups based on reading level. Establish a basic assignment in a particular book. All students who can handle the material should be required to do so; students who cannot handle it should be assigned to a more appropriate equivalent. Students who cannot manage the second assignment should be given even more basic material with which to work. Students who can manage independent reading should be encouraged to do so. It is possible to assign a task to a group of students working together, or to assign the same task to each individual in a

group working on his own. Obviously this must depend on your purposes or goals Students frequently profit from each other's assistance.

Assignments should be complete and specific enough to allow students to work in groups or on their own (see section on study guides) without teacher support. While the students are working, the teacher can single out one group for attention and proceed to teach. Or the teacher may use this time to move about the classroom, stopping to help students with individual problems, explaining necessary terms, interpreting questions or instructions, supplying additional guidance, re-directing activities, and encouraging those students who are fulfilling their assignments. Small group instruction and individual attention are important benefits of this mode of operation.

Other Bases for Grouping

1. According to interest: students choose their own groups on the basis of their interest in the field of inquiry. Groups might be established to investigate several current problems, with each student selecting the one of greatest concern to him. Try to keep these groups reasonably equal in size.
2. According to skill: Students may be assigned to work at totally different sources of material in order to develop particular skills.
3. According to point of view: Particularly in examining some controversial issue, students might be assigned to defend their position - or required to defend the opposing argument instead.
4. Arbitrarily: alphabetically, by location in the room, at random.

POSSIBLE CLASSROOM USE DURING GROUPED READING LESSON.

Students can be using the different materials indicated to study the same topic, or may be reading on different or related topics. The individual students can be reading related fiction or periodical literature from the library. Where available, student teachers can be used to work with the groups.

I- Reading Understanding American Government and Politics, assisted by a rexographed study guide.

II- Using teacher-prepared materials, assisted by teacher.

Individuals: fiction, magazines, biographies, newspapers, picture file, listening to records, cassettes

III- Reading Civics, using exercises included in the book.

LIBRARY

B. STUDY GUIDES

A series of questions and activities keyed to written material can direct students in their reading and serve a number of purposes:

--it can set purposes for reading

--it can enable students to handle material that might otherwise be too difficult by breaking it into manageable units

--it can clarify or create a structure for material

--it can reinforce vocabulary

--it can give practice in a particular reading skill

--it can give guidance in scanning material for specific information

--it can serve to teach students to get an overview of a book, chapter or shorter selection by calling attention to typographical and graphic aids (titles, subheads, introductory and summary paragraphs, and illustrations, maps and graphs)

--it can lead the student to related readings and activities

--it can help prepare students for participation in class discussions and thus foster a sense of achievement

--it can help the teacher to diagnose student weaknesses, strengths and interests

Steps in the preparation of study guides

1. Determine the purpose for which the reading is to be done or the assignment made; decide both the basic content (or concepts) and skills to be developed.
2. Select a passage in keeping with your established purpose (s). Keep the length of the reading appropriate to the time available to students and their abilities.
3. Anticipate major reading problems (vocabulary; confused organization; complex, compound, and awkward sentence structure; lengthy blocks of material). Key your exercises to these particular areas. Make sure that students can perform the skills required; if the required skills have not already been taught, make a note to teach them before you distribute the guide. The inclusion of one or two answers may serve as models and bolster a sense of security or ability to perform the assigned tasks.
4. Specify each step to be performed in completing the project. Make certain that all directions are clearly expressed and within students' capabilities. If this is done well, it should not then be necessary to review the instructions when the guide is distributed.
5. (Optional) Provide exercises at various levels of instruction to accommodate all students. This can be done by including "enrichment" or "extra-credit" activities for more advanced students, as well as very easy exercises for less able ones.

6. Caution: Do not try to include every skill in every study guide, but do include vocabulary reinforcement in every study guide.

Utilization of study guides:

1. Study guides may be used to direct in-class activity or as homework assignments. Several possible programs are:

   System I: For one class period:

   1. Motivate lesson
   2. Students work on study guide. Teacher assists as required.
   3. Full class discussion (based on material in study guide).

   System II: For two or more class periods:

   1. First day: motivate lesson
   2. First day: students begin work on study guides with teacher assisting
   3. Second day or longer: students continue working on study guides as teacher continues with assistance or with small-group instruction
   4. Last day: culminating activities or lessons (based on material in study guide)

   System III: As homework assignment

   1. Teach lesson
   2. Motivate students to do assignment
   3. Distribute study guide
   4. (Next day) Class lesson (based on material in guide)

2. The use of different study guides by different students at the same time lends itself to accommodating individual interests and abilities; see section on Grouping.

3. If new skills are required by the guide, develop them before distributing it. The only times it should be necessary to teach a skill while students are using the guides is when a student did not receive or understand the original teaching.

4. Motivate students for learning the material. Remember that the guide is a means towards an end, not an end in itself.

5. Distribute the guide (s). Students should begin work immediately if the exercise is to be done in class. If the guide is to be used for homework, go over it with students first to make sure they understand the assignment.

SAMPLE STUDY GUIDE

To overview chapter 5 of Schwartz and O'Connor, Exploring Africa South of the Sahara

EUROPEANS DISCOVER AFRICA

Topic to Explore; How Europeans gained control of Africa

Who Were The First Europeans to Explore Africa?

1. Africa south of the Sahara was almost completely unknown to the people of Europe until the late 1400's. Then the rulers of Portugal began a search for an all-water route from Europe to India. They were interested in trade. The Portuguese sea captains sailed along the west coast of Africa. Each time they went farther and farther south. They traded with the African tribes and returned with shiploads of gold and ivory. Finally, in 1498, Vasco da Gama rounded the southern tip of the continent, turned north and sailed on to India.

The earliest European explorers of Africa took these routes.

DIRECTIONS: Do NOT try to read through the entire article on this page. Glance over it and the map in order to answer the questions. Place an "X" next to the correct answer.

The main topic of this chapter is:

_____Africa was unknown to people of Europe until late 1400's.
_____Europeans discover Africa.
_____Portugese sea captains sailed to Africa.

The topic we are going to explore is:
_____ Rulers of Portugal were interested in trade.
_____ How Europeans gained control over Africa.
_____ The route to India.

The first paragraph answers this question:
_____ Which direction Vasco Da Gama took in sailing towards India?
_____ Is Africa an undiscovered continent?
_____ Who were the first Europeans to explore Africa?

The map shows the continent of:

_____Australia
_____America
_____Africa

The arrows on the map point the way to:
_____Europe
_____Africa
_____India

SAMPLE STUDY GUIDE

CHAPTER 7 B - THE CONSTITUTION UNITES THE NATION

SURVEY:

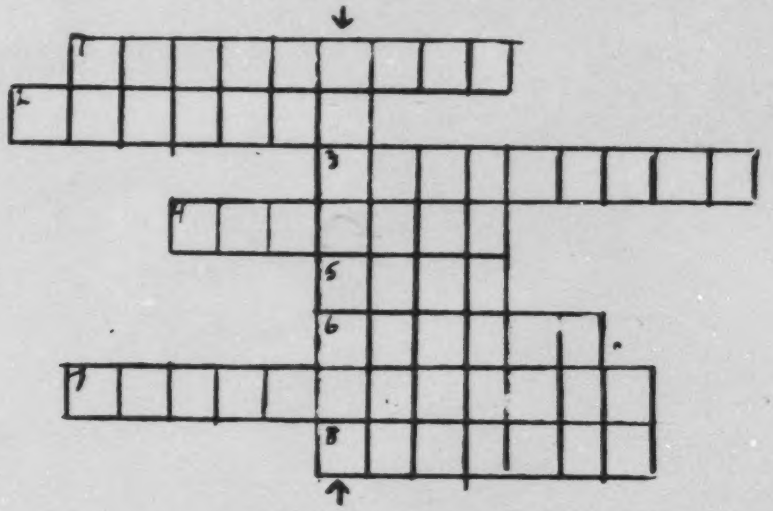
1. (p.111) What will we learn about the Constitution in this chapter?

2. Picture Study (p.111)
   What does the picture tell us about Ben Franklin?

REVIEW: (p.112)

   a. Why did the colonists want a new plan of government?
   b. What was this plan called?

VOCABULARY: Do this puzzle by answering 1 through 8 below.
Use the vocabulary list on page 111 to help you. When you finish, the word between the arrows will tell you the type of nation the U.S. is.



1. This type of government represents all the people.

2. To make something equal in power.

3. He is the head of the U.S. government.

4. Another word for "blamed."

5. What a law is before it is passed by Congress.

6. Holds down a certain amount.

7. A written plan of government.

8. People born in a certain nation.

HOW WELL DID YOU READ? Read pages 112-114 to answer the following questions.

1. Under the Constitution, how were the powers of the government divided?

2. List five powers given to the national government.

3. Name the three parts of the national government. What is the duty of each.

4. What are the three main compromises in the Constitution?

5. How does the Constitution make sure that the national government does not gain too much power?

6. How does the government make sure that no part of the government gains too much power?

7. What is a republic?

8. How can citizens change our government?

SUMMARY (p. 114)

What does the summary tell us about the Constitution?

WHAT WAS THE CAUSE? Read the pairs of statements below. Write a (1) before the statement that is a cause. Write a (2) before the statement that is a result of the cause. (effect)

A. ____ The Constitution was written.
____ Many people thought the Articles of Confederation were too weak.

B. ____ The people didn't want a national government that was too powerful.
____ The powers of the government were divided between the national government and the states.

C. ____ The delegates made a number of compromises.
____ The delegates had many problems to solve.

D. ____ The people did not want one part of the federal (national) government to gain too much power.
____ The three branches of government can check on each other.

SAMPLE STUDY GUIDE
(EMPHASIS ON VOCABULARY AND DETAIL)

AFRICA - Role of Women

Please read the story on pages 87-92 in your Blue Africa-World Study Book (Marvin, Africa, Field Educ. Pub. Inc.)

VOCABULARY: The words below are all used in the story. See if you can connect the words in Column "A" to their meanings or definitions listed in Column "B". Just draw a line from the word to its meaning. One is done as a sample.

COLUMN "A"	COLUMN "B"
1. brutal	a. empty
2. blank	b. to confuse, mix-up
3. sorrow	c. ordinary, usual
4. district	d. cruel, cold-blooded
5. dependence	e. an area or a place
6. common	f. sadness
7. self-improvement	g. to need or to rely on someone else
8. cultivate	h. to make your self better
9. bewilder	i. to grow or raise crops

LOCATING THE ANSWER: Please put in the letter (a), (b) or (c) for the best answer to complete each sentence.

___1. Both girls came to school to learn to be (a) office workers (b) nurses (c) doctors.
___2. Margaret is afraid to answer questions (a) even when she knows the answer (b) the other students help her (c) the teacher helps her.
___3. Keli wants to help her country (a) by building houses (b) by taking care of babies (c) by running for a political office.
___4. Margaret goes home because (a) her family wants her to come home (b) she wants to have her own babies and cultivate her garden (c) she thinks school is not important.
___5. Many men do not like to see the roles of women changing because (a) they are jealous of women (b) women may take their jobs away from them (c) they think women are not smart.
___6. In the past, life was simpler for women because (a) they knew what was expected of them (b) the government told them what to do (c) none of them could read.
___7. In your opinion, do you think (a) women should get as much education as men (b) women should get less education than men (c) women should get more education than men?

FOR EXTRA CREDIT: Please explain your reason for answering Question 7 as you did. Please answer on the back of this paper.

NOW, JUST FOR FUN: See if you can unscramble the words listed below. Just write the word you think it is in the space next to it. HINT: They are all used in this worksheet.

RTISCDTI_____ WORRSO_____ ULATRB_____
ETULTAVCI_____ LEISMFPTNEMVREO_____ ONMCMO_____

SAMPLE STUDY GUIDE: DISEASE ECOLOGY IN AFRICA

Readings: Read Africa, pp. 147-152
or Africa South of the Sahara, p. 38

Ecology is the study of the relationship of living things to their environment. Millions of living things in Africa are germs. They cause diseases in other living things, like people, animals and plants. Sickness is a serious problem in the African continent.

Directions: Check the items that would help cut the sickness rate in Africa.

_____changing food habits
_____storing food safely
_____growing more food
_____spraying swamps and rivers where insects breed
_____digging toilets and wells
_____keeping animals out of living areas
_____building more hospitals
_____training more doctors and nurses

Which one of the suggestions listed above do you think would be most useful to cut the sickness rate? Tell why.

Your parents probably taught you about cause and effect to help keep you healthy when you were a little child. If you got scratched your mother washed the wound carefully, put on an antiseptic to kill germs, a bandaid for protection, and a kiss to help you feel better. Mom told you that a scratch could lead to infection. The scratch (cause) could result in a serious infection (effect) unless treated. By knowing about cause and effect, she could prevent illness and keep you healthy. Let's see how well you understand cause and effect.

Cause	Disease	Effects
1.	malaria	
2.	trachoma	
3.	hookworm	
4.	bilharziasis	
5.	sleeping sickness	

If you aren't feeling well, your parents probably have several home medicines and home remedies in their medicine cabinets to take care of you. If you don't get better, your parents may telephone the doctor or even rush you to the emergency room of a hospital. You are soon feeling better and your parents send you back to school with a note. People who get sick in Africa may not be so lucky.

SAMPLE STUDY GUIDE

CHECKS AND BALANCES

To do this work you need: 1. Exploring our Nation's History
2. Pen and paper
3. A dictionary

PLEASE BEGIN BY OPENING YOUR BOOK TO PAGE 153. FOLLOW THE INSTRUCTIONS ON THIS SHEET.

C. THE SYSTEM OF CHECKS AND BALANCES

to balance means to _____

to check means to _____

The Founding Fathers were afraid that the federal government would become too powerful. They did two things to try to prevent this. The two things are:

1.
2.

Some of the Checks on the President are:

1.

2.

3.

4.

5.

(Draw a line under the part of the government that can check the President in each check you wrote.)

Some of the Checks on Congress are:

1.

2.

3.

4.

Some of the checks on the federal judiciary are:

1.

2.

3.

D. Opinions of Checks and Balances

Tell one reason why some people do not like the system of checks and balances.

Tell one reason why some people do like the system of checks and balances.

C. SIMPLIFICATION OF MATERIAL

It is frequently desirable that a given passage be revised or rewritten in order to make it more readable for some students. The guidelines that follow can also be used in the creation of original material.

General Considerations:

1. Assess the level (s) of students' abilities. (See Section A: Diagnosis)
2. Try to locate material on the students' levels. If this is not possible it is possible to rewrite material to make it easier to read. At the end of this section there is a passage of textual material with three progressively easier revisions.
3. Revision is not the same as "watering down." Retain as much of the pertinent material as possible.
4. Be sure that revised material has simple, straight forward organization, and is grammatically accurate. Avoid slang.
5. For students who can barely read and who have minimal social studies background, change expository writing to anecdotal presentation.

Revising paragraphs

1. Shorten paragraphs. A too solid block of print is a good place for a slow reader to get lost. Avoid paragraphs with multiple ideas or too much supportive material or too many examples.
2. For particularly handicapped readers, give each paragraph a heading or a number. This will help student to locate material when he must answer questions.
3. Avoid changing focus from one sentence to the next.

Revising sentences

1. Simplify sentence structure. Reduce or eliminate modifying clauses and phrases; they tend to confuse rather than assist the reader.
2. Shorten sentence length. A long, involved sentence can frequently be broken into several shorter, more direct ones.
3. Vary sentence length. A dulling, deadening effect is created by a string of sentences of the same length and style.
4. Reduce the number of pronouns. Repeat the referent in order to avoid confusion.

Vocabulary considerations:

1. Difficult words and terms that are essential to a given subject should be retained in the rewritten material, but these should be kept to a minimum and clues in the sentence in the form of explanation, examples, or synonyms should be added, and a glossary supplied. Furthermore, it is essential to provide for pre-teaching vocabulary in context before the student ever sees the written material.
2. Multi-syllabic words may be difficult for students to get off the page and understand. Breaking them into their component syllables sometimes helps. Technical terms, necessary idioms and figerative language and words used in a special sense can be supported by synonyms or brief equivalents in parentheses.
3. Underlining new words will focus students' attention on their importance.
4. Abstract ideas can confuse and discourage readers to whom they mean nothing. Unless they are one of the essential new words which must be included, make them as concrete as possible either by substitution or by including a short, clear example.

Aids that enhance students' ability to handle written material:

1. Include words and phrases that are organizational or conceptual crutches (First..., Second..., One reason that..., For example..., such as...)
2. Include short review and reinforcement phrases to help keep the main idea and organization of the material in mind. (The most important thing is...; In conclusion,..; As a result,...)
3. Physical presentation of material is important. Use visual appearance to focus attention on the material; double space, indent paragraphs strongly, use wide margins, avoid large blocks of print.
4. Proofread your copy very carefully to avoid misspellings and illegibility.

SAMPLE OF REWRITTEN MATERIAL

ORIGINAL	COMMENTS	REVISION I
The Constitution has successfully survived the years as the supreme law of the land for two main reasons. First, it lays down rules of procedure that must be followed even when critical circumstances arise. Second, it is a "living" document, flexible enough to meet the changing needs of a growing nation. By a number of means, as you will see, Americans have been able to adapt the Constitution to changing times. So it is that the Constitution works as well today for an industrialized nation of fifty states and a population approaching 200,000,000 people as it once worked for an agricultural nation of thirteen states and 4,000,000 people. (From Rise of the American Nation, Todd & Cutti)	Double space Shorten sentences Number the paragraphs Reduce number of modifying clauses. Maintain concept by including illustration. Clarify abstraction with illustration. Start new paragraph to break up block of print. (if logic is not destroyed) Retain "difficult" but germane terms. Change a long, involved sentence into several short ones.	1 The Constitution is the highest law of this country. It has been the highest, or the supreme law of the U.S. since the year 1791. That is almost 200 years! Why has the Constitution survived so very long? There are several reasons. One reason is that it tells the rules that the country must follow at all times, in good times and in difficult times. This means that there is never a time when anyone can say, "Well, we will not use the Constitution this month. We will just ignore it." No. The Constitution must be used at all times. 2 A second reason why the Constitution has lasted is that it can be changed when the country changes. It is flexible. The U.S.A. has changed in many ways since 1791. Our population

ORIGINAL	COMMENTS	REVISION I
		today is about 200,000,000. In 1791 our population was about 4,000,000. In 1791 we had thirteen states. Today we have fifty. We have changed from a nation of farms in 1791 to a nation of industry today. When the country was changing, the Constitution was changing, too. Because the Constitution is flexible, it works as well for us today as it did in 1791.

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SAMPLE OF REWRITTEN MATERIAL

REVISION I	COMMENTS	REVISION II
The Constitution is the highest law of this country. It has been the highest, or the supreme law of the U.S. since the year 1791. That is almost 200 years! Why has the Constitution survived so very long? There are several reasons. One reason is that it tells the rules that the country must follow at all times, in good times and in difficult times. This means that there is never a time when we can say, "Well, we will not follow the Constitution this month. We will just ignore it." No. The Constitution must be used at all times.	Shorten paragraph length if logic permits. Replace abstract word. Present 'new' multi-syllable word in syllables. Retain vital vocabulary. Repetition reinforces the idea. Organizational word clue.	The most important law in the U.S.A. is the Con sti tu tion. It is the supreme law of the U.S. The Con sti tu tion was written in the year 1791. Why has the Constitution survived for so long? There are two main reasons. One reason the Constitution has survived is that it tells us the rules that must be used at all times. We can never say, "We will not use the Constitution today." No. We must always use it.
A second reason why the Constitution has lasted is that it can be changed when the country changes.	Numerals can replace words.	A second reason it has survived is that it can be changed. It is flexible. The U.S. has changed in many ways since 1791. For example, our population in 1791 was about 4,000,000. Today our population is about 200,000,000. In 1791 we had 13 states. Today we have 50 states.

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REVISION I	COMMENTS	REVISION II
It is flexible. The U.S.A. has changed in many ways since 1791. Our population today is about 200,000,000. In 1791 our population was about 4,000,000. In 1791 we had thirteen states. Today we have fifty. We have changed from a nation of farmers in 1791 to a nation of industry today. When the country was changing, the Constitution was changing, too. Because the Constitution is flexible, it works as well for us today as it did in 1791.	Reduce abstract to concrete.	In 1791 most people worked on farms, but today most people work in industry. When the U.S.A. changed, the Constitution changed, too, That is why the Constitution works as well for us today as it did in 1791.

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REVISION III This revision is the simplest of the three.

COMMENTS	REVISION III
Shorten paragraphs.	The most important law of the U.S.A. is the Con sti tu tion. It is the supreme law of the U.S.A.
Reduce from abstract to concrete.	The Con sti tu tion is almost 200 years old! How can we use this one law for so many years? Why did the Constitution survive? The Constitution stayed alive because:
Replace referent pronouns with repetition of noun.	1. It tells the U.S. how to run the country at all times. We must use the Constitution in good times and in bad times.
Retain vital vocabulary but give synonym.	2. It can be changed. When the U.S.A. changes, we can change the Constitution.
Use format to express organization of ideas.	Here are some ways that the U.S. has changed since 1791:

In 1791	Today
Most people were farmers.	Most people work in industry.
There were 13 states.	There are 50 states.
The population was about 4,000,000.	The population is about 200,000,000.

CHAPTER IV - A TAXONOMY - A GUIDE TO SOCIAL STUDIES TEXTS

This taxonomy is a guide which integrates topic, reading level and specific skills. Pages pertaining to the topic indicated are listed under the skills which should be developed from them. If the pages are not underscored, the text provides appropriate questions; if the pages are underscored, the teacher should provide them.

For example, you wish to teach a lesson on "How a Bill Becomes a Law" and are using the text Exploring Our Nation's History, Schwartz and O'Connor. You inspect the text and find the material you want to teach on pages 137-140. You then consult this guide and find that there are questions on this material which develop skill #5 (Categories). You also find that the material lends itself to the development of skill #6 (Sequence). The notation for skill #6 is underscored (137-142), indicating that you should develop your own questions.

If the teacher has more than one text available, this guide will be helpful in preparing multi-level assignments. The guide can also be useful for indicating topics which seem to lend themselves to the development of a particular skill:

Legislation - sequence (6), Presidential Powers - categorizing (5).

The guide can also be used on a content basis to identify texts which are most helpful in teaching each topic. Teachers should plan to develop each of the nine reading skills in planning a unit.

READING LEVEL

E - Approximately 4-5

M - 6-7

H - 8-9

H+- 10+

AFRICA

TOPIC: PHYSICAL AND HUMAN GEOGRAPHY

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	25-28 29-37			25-28 29-37		29-37	25-28	25-28	25-28
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E		36	7-9	8-9	13-16		13-16		
The Story of East Africa (108) Carpenter	E	15-20								
Africa (102) Allen	E M	10-21 33-42	10-43 33-42		22-30 33-42	10-21 22-30				
" "		107-120				107-120				
Learning About Countries and Societies (116) Davis	E M	257-269			257-269			257-269		257-269
The People of New Africa (106) Brooks, et al	M	12-26			12-26	22-26		12-27		
Culture Regions in the Eastern Hemisphere (121) Preston	M H	460-466	460-466	460-466	460-466	462-464 485				
Africa (114) Crowder	H	2-33		2-33	2-33					
Africa: South of the Sahara (117) Foster	H	7-28								

AFRICA

READING SKILLS CODE

TOPIC: PHYSICAL AND HUMAN GEOGRAPHY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Afro-Asian Culture Studies (122) Rosenfeld	H	197 139-150	199 139-150		198 139-150	192-193 195		204 139-150		
Afro-Asian World (118) Kolevzon	H	578-583 587-591	578-583 591-594	591-594 595-597	578-583 583-587	583-587 587-591		591-594		
" " "		591-594 595-597	595-606		587-591 591-594					
Africa (107) Burke	H+	1-28		1-28	1-28	25-27	1-28	1-28	22-25	1-28
Discovering our African Heritage (115) Davidson	H+	48-56, 60-65	48-56	48-56	48-56				48-56	
Global History of Man (125) Stavrianos	H+	660-670 671	660-670		660	672-680		668-670 671		668-671
" " "		672-680	672-680			672-680		672-680		

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AFRICA

TOPIC: AFRICAN CULTURE: GENERAL
(Topography, Climate, Economics, Culture. Mixed)

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa, The Land, The People, and Culture (104) ben-Jochannan	M	9-13 35-46	9-13 35-48	35-48	9-13 83-125 130-166	9-13 83-125		9-13 35-46		35-48
" " "		83-125 130-166								
Exploring the Non-Western World (124) Schwartz and O'Connor	M	172-3 176-7	172-3 176-7	188-190 193-5	172-3 176-7	196-7		180-2 188-90	180-3	
" " "		180-3 188-90	180-3 188-90		180-3 188-90			193-5		
" " "		193-5 196-7	193-5 196-7		193-5 196-7					
" " "		200-202	200-202		200-202 200-202	200-202				
The People of New Africa (106) Brooks, et al	M									70-95
The Story of West Africa (105) Bilbo	M	92-105 114-120				92-105 114-120		92-105 114-120		92-105 114-120
" " "		125-130				125-130		125-130		125-130
Afro-Asian World (118) Kolevzon	H	1-25	1-25	23 (1-25) 25	1-25	1-25			15 (1-25)	

AFRICA

READING SKILLS CODE

TOPIC: AFRICAN CULTURE; GENERAL (Topography, Climate, Culture, Economics, Mixed)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Arab World-New Africa; World Culture Groups (120) Mensoian	H	93-111 123-131	93,111 132-178	93-111	93-111	93-111 123-131		123-131 132-178	179	179
" " "		132-178		132-178	132-178	132-178				
Discovering Our African Heritage (115) Davidson	H+	137-142 172-173	137-142	137-142 172-173	137-142 172-173	137-142		137-142 172-173		

AFRICA

READING SKILLS CODE

TOPIC: TRADITIONAL CULTURE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa (102) Allen	E-M	63-93 147-157	63-93	63-93	63-93 147-157			63-93 147-157		
Africa: World Inquiry Series Marvin (119)	E	9-14 39-43 45-50		51-56	9-14 39-43 45-50	147-150	57-62	9-14 39-43 45-50		9-14 39-43 45-50
" " "		51-56 57-62			51-56 57-62			51-56 57-62		51-56 57-62
" " "		63-67 141-146			63-67 141-146			63-67 141-146		63-67 141-146
" " "		147-150			147-150			147-150		147-150
Exploring Africa South of the Sahara (123) Schwartz, O'Connor	E	31-40 53-56	53	35-36 38-39						
" " "				53-56	53-56	32				
The Story of East Africa Carpenter (108)	E	1-12 38-50	1-12 38-50		90-101	38-50		38-50 90-101		
" " "		90-101 102-117								
Learning About Countries and Societies (116) Davis	E-M	270-280			270-280	270-280		270-280		270-280

AFRICA

TOPIC: TRADITIONAL CULTURE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: History, Culture, People (103) Belasco, et al	M	11,12-18 28-33	11 27,32		4-27 33	11,12-18 20-21 28-33		11, 12-18	11	11 9-29
Afro-Asian Culture Series (122) Rosenfeld	H	151-159	151-159		151-159 205			151-159		
The People of New Africa (106) Brooks, et al	M	39-46 92-95		39-47 40-41		39-47		39-46 70-82		
" " "		70-82 84-88		70-82 84-88				39-47 92-95		39-47 67
The Story of West Africa (105) Bilbo	M	1-18 43-68	1-18	8	43-68	8				
Colonial Africa (101) AEP	M H	12-15	12-15 23-26	12-15 23-26	12-15	12-15		15		
Culture Regions in the Eastern Hemisphere (121) Preston	M H			480-3	485	484				485
Africa (114) Crowder	H	66-87		128-135	66-87 88-97			66-87 88-97		66-87
Africa South of the Sahara (117) Foster	H					80-82 94		76-78		
Afro-Asian World (118) Kolevzon	H				598-607	598-607		598-607		

AFRICA

TOPIC: TRADITIONAL CULTURE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Through African Eyes (109) Clark	H	39-71 44-49	3-7, 8-38 39-71	3-7, 8-38 39-71	3-7, 8-38 39-71		8-38	3-7, 8-38 39-71	3-7	8-38 39-71
" " "		102-103 104-105	44-49 104-105	52-53 102-103				52-53		52-53
" " "			106					104-105		104-105
Africa (107) Burke	H+	29-42								29-42
Discovering our African Heritage (115) Davidson	H+	177-216	177-216	177-216	177-216	177-216		177-216	177-216 172-173	172-216 172-173
Global History of Man (125) Stavrianos	H+	695-702 708-710	695-702 708-710	695;710 708-710		708-710		695-699 710		
Through African Eyes (113) Clark	H	44-49	44-49	52-53				52-53		52-53

AFRICA

TOPIC: ECONOMIC LIFE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa:World Inquiry Series (119) Marvin	E	15-20 21-24			15-20 21-24			15-20 21-24		15-20 21-24
Exploring Africa, South of the Sahara (123) Schwartz - O'Connor	E	59-63	63	41-43	41-43, 63	59-63 47-50		47-50		
The Story of East Africa (108) Carpenter	E	24-32	24-32							
Africa (102) Allen	E M	93-106			93-106					
Learning About Countries and Societies (116) Davis	E M	294-295		294-295				294-295		
The People of New Africa (106) Brooks, et al	M	56-62	57-58		57-58					
The Story of West Africa (105) Bilbo	M	43-76	43-76	43-76	69-76					79
Culture Regions in the Eastern Hemisphere (121) Preston	M H									484
Africa (114) Crowder	H	110-127			110-127			110-127		
Afro-Asian Culture Studies (122) Rosenfeld	H		185-191			185-191				

AFRICA

READING SKILLS CODE

TOPIC: ECONOMIC LIFE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Through African Eyes (113) Clark	H	16-26	16-26		16-26	27-34		54-57	54-57	44-49
Afro-Asian World (118) Kolevzon	H	638-641 641-644	645-652	638-641 645-652	638-641 641-644	638-641 641-644		638-641 641-644	680-689	680-689
" " "		645-652 680-689				645-652 680-687				

AFRICA

TOPIC: AFRICAN HISTORY BEFORE IMPACT OF THE WEST

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	99-103		99-104	99-104			99-104	99-104	99-104
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	19-23	20	23	19 21-23		20-23			
The Story of East Africa (108) Carpenter	E		12-14							
Learning About Countries and Societies (116) Davis	E M	281-284		281-284					281-284	
Africa: History, Culture, People (103) Belasco	M	35-45	35-45		35-45		35-45	35-45		
Africa, The Land, People and Culture (104) ben Jochannan	M	20-25				20-25	20-25	20-25		
The People of New Africa (106) Brooks, et al	M	28-36			28-47	28-36	28-36	28-47		
The Story of West Africa (105) Bilbo	M	19-28				19-28	19-28			
Culture Regions in the Eastern Hemisphere (121) Preston	M H	468-473	468-473		468-473	468-473	468-473	468-473		
Africa (114) Crowder	H	34-41		34-41	34-41					

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AFRICA

READING SKILLS CODE

TOPIC: AFRICAN HISTORY BEFORE IMPACT OF THE WEST

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa; South of the Sahara (117) Foster	H					29-41	29-41			
Afro-Asian Culture Studies (122) Rosenfeld	H	159-170		159-170	159-170	159-170	159-170	159-170	159-170	159-170
Afro-Asian World (118) Kolevzon	H	608-611	608-611	608-611	608-611	608-611	608-611		608-611	608-611
Arab World - New Africa; World Culture Groups (120) Mensoian	H	112-120	112-120	112-120 130-131	112-120 130		112-120 130			
Through African Eyes, Vol. 3 (110) Clark	H	21-40 47-53	vii 8-18	vii 8-18	vii 3-7		3-7 8-18	3-7	3-7 41-43	
" " "		54-67		19-20 47-53	8-18 19-20		47-53 54-67			
" " "		8-18		54-67	21-40 54-67					
Africa (107) Burke	H+	81-167	81-167	81-167	81-167	119-129	81-167	81-167	119-129	
Discovering Our African Heritage (115) Davidson	H+	1-35 77-106		1-35 146-172	1-35 77-106		77-106 146-172	1-35 77-106	1-36 77-106	1-36 77-106
" " "										146-172

AFRICA

READING SKILLS CODE

TOPIC: AFRICAN HISTORY BEFORE IMPACT OF THE WEST

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Global History of Man (125) Stavrianos	H+	54-60	54-60 670-671	54-60	671 680-682	54-60		54-60 659-660	54-60	54-60
" " "		659-660 680-682	659-671	670-671	694		670-671	680-682 694		

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AFRICA

TOPIC: IMPACT OF THE WEST ON AFRICA

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	105-109		105-110	105-110			105-110		
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	25-28	27	25-28	25-28		25-29			26
The Story of East Africa (108) Carpenter	E	21-22	21-22							
Africa (102) Allen	E M	47-51	47-51		47-51		47-51			
Learning About Countries and Societies (116) Davis	E M	284-293		284-292	284-292		284-292	284-292		284-292
Africa (104) ben Jochannan	M	25-29	25-29		25-29					
Africa: History, Culture, People (103) Belasco, et al	M	46-54	46-54	46-54 58-73	46-54, 71	46-54	46-54 58-73			46-54 69
" " "				69						
Exploring the Non-Western World (124) Schwartz - O'Connor	M	184-185	184-185	184-185	184-195		184-195			
The People of New Africa (106) Brooks, et al	M	36-38	36-38		36-38	36-38	36-38			

AFRICA

READING SKILLS CODE

TOPIC: IMPACT OF THE WEST ON AFRICA

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

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TITLE	L.	1	2	3	4	5	6	7	8	9
The Story of West Africa Bilbo (105)	M	82-90	82-90	82-90	82-90		82-90			
Colonial Africa (101) AEP	M H	6-11 16-22		6-11 20-21	6-11 16-22	20		6-11 27-31	6-11	20-22 27-31
" " "		27-31 33-37			33-37					38-44
Culture Regions in the Eastern Hemisphere (121) Preston	M H	474-477					474-477			
Africa (107) Burke	H	169-241		169-241	169-241	169-241	169-241	169-241	169-241	241 169-241
Africa (114) Crowder	H	41-52 54-65		41-52 54-65				41-52		41-52 54-65
Africa - South of the Sahara Foster (117)	H				56-60	56-60	42-55	56-58		
Afro-Asian Culture Studies Rosenfeld (122)	H	612-615 615-618	612-615 618-622	612-615 618-622	612-615 622-625	618-622	612-615 618-622	612-615 618-622	612-615	612-615 618-622
" " "		618-622 622-625		622-625				622-625		622-625

AFRICA

TOPIC: IMPACT OF THE WEST ON AFRICA

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Arab World - New Africa: World Culture Groups (120) Mensouian	H	121	121	121			121			
Discovering Our African Heritage (115) Davidson	H						217-263	220 217-263	217-263	217-263 262
Global History of Man (125) Stavrianos	H	682-690	682-690	682-690 703-707	682-690 694		682-690 703-707	682-684		703-707
" " "					703-707					
Through African Eyes- Volume 3 - (110) Clark	H	68-132	68-132	68-132	68-132			68-132	68-132	68-132
Through African Eyes - Volume 4 - (111) Clark	H	1-9	40-43 68-79	20-32 33-43	10-19 20-32			10-19 33-43	10-19 20-32	20-32 33-43
" " "					56-66			44-54 56-66	33-43 80-110	44-54 56-66
" " "								68-79		80-110
Discovering Our African Heritage (115) Davidson	H+	217-239 243-262	217-263	217-263 243-262	217-239	217-263				

AFRICA

TOPIC: NATIONALISM AND INDEPENDENCE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	111-114		111-115	111-115			111-115		111-115
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	66-68	66-67	66-70				70		66-70
The Story of East Africa (108) Carpenter	E							118-124		
Learning About Countries and Societies (116) Davis	E M	292-293	292-293	292-293						292-293
Africa: History, Culture, People (103) Belasco	M	74-88		74-88	74-88		74-90	74-88		
Exploring the Non-Western World (124) Schwartz - O'Connor	M	205-207	205-207	205-207	205-207					
The People of New Africa (106) Brooks, et al	M	38	38	38	38					
The Story of West Africa (105) Bilbo	M	90-91 107-109	90-91 107-109	90-91	90-91		90-91, 105	112-113		
Colonial Africa (101) AEP	M H	46-60	46-60		46-60	46-60		46-60		46-60
Culture Regions in the Eastern Hemisphere (121) Preston	M H							520		477, 496, 520

AFRICA

TOPIC: NATIONALISM AND INDEPENDENCE

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: South of the Sahara (117) Foster	H		61-70				61-70			
Afro-Asian Culture Studies (122) Rosenfeld	H	177-179 203-205	177-179	177-179	177-179, 203-205					177-179
Afro-Asian World (118) Kolevzan	H	626-628		626-628; 628-634	626-628 628-634		626-628			626-628
Arab World - New Africa: World Culture Groups (120) Mensouian	H	121-122	121-122		121-122					
Through African Eyes, Vol. 5 (112) Clark	H	3-11 30-40	3-11 30-40	3-11 12-15	3-11 12-15	40-46	3-11 126-132	3-11 12-15	24-29 87-96	3-11 24-29
" " "		40-46	40-46 47-73	24-29 30-40	24-29 30-40			24-29 30-40	126-132	30-40 74-86
" " "			74-86 87-96	40-46 47-73	47-73 74-86			40-46 47-73		87-96 97-108
" " "			97-108	74-86 87-96	87-96 97-108			74-86 87-96		126-132
" " "				97-108 126-132				97-108 126-132		
Africa (107) Burke	H+	242-281	242-281	242-281	242-281	242-281	235-281	242-281	242-281	242-281

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AFRICA

READING SKILLS CODE

TOPIC: NATIONALISM AND INDEPENDENCE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Global History of Man Stavrianos (125)	H+	689-691 707-708	689-691 707-708	689-691 707-708	689-691 711-727		711-727	689-691 694		711-727
" " "		711-727	711-727	711-727				707-708 711-727		

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AFRICA

READING SKILLS CODE

TOPIC: PROBLEMS OF AFRICA TODAY	1. Detail 2. Main Idea 3. Conclusions	4. Cause-Effect 5. Categories 6. Sequence	7. Compare-contrast 8. Fact-opinion 9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Africa: World Inquiry Series (119) Marvin	E	69-73 75-79	123-127	69-74 75-79	69-73 75-79			69-74 75-79		69-74 75-79
" " "		81-85 87-92		81-86 87-92	81-86 87-92			81-86 87-92		81-86 87-92
" " "		93-97			93-97 123-140			93-97 153-158		93-97
Exploring Africa South of the Sahara (123) Schwartz - O'Connor	E	69-70	69 75		69-70 74 75	69-70 73			74-77 79	
" " "						74-77				
Africa (102) Allen	E M	53-62	53-62	53-62	53-62			53-62		53-62
Learning About Countries and Societies (116) Davis	E M	296-304		296-303	296-303	296-304		296-303		296-304
Africa (104) ben Jochannan	M		30-33			30-33				
Africa: History, Culture, People (103) Belasco	M	91-148		100	91-148	91-148	136-147	100		100 91-136
" " "										136-147

AFRICA

READING SKILLS CODE

TOPIC: PROBLEMS OF AFRICA TODAY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Exploring the Non-Western World (124) Schwartz - O'Connor	M	210-212	210-212		210-212	210-212			210-212	
People of New Africa (106) Brooks, et al.	M	48-56 62-66	48-56	48-56 82-83	48-56 82-83	48-56	82-93	48-56		62-67
" " "					62-67					
Culture Regions in the Eastern Hemisphere (121) Preston	M H		510-514	510-514	510-514					510-514
Africa (114) Crowder	H	98-109				98-109				98-109
Africa - South of the Sahara (117) Foster	H		134			116-122 123-133				
Afro-Asian Culture Studies Rosenfeld (122)	H	180-185	180-185	180-185					180-185	180-185
Afro-Asian World (118) Kolevzon	H	632-637 653-657	653-657	653-657	632-634 634-637	632-637 653-657		632-637		632-637 653-657
" " "					653-657					
Arab World - New Africa: World Culture Group (120) Mensoian	H	180-192	180-190	180-190	180-192	180-192		180-192 191	180-192	

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READING SKILLS CODE

TOPIC: PROBLEMS OF AFRICA TODAY

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Through African Eyes-Vol.5 Clark (112)	H	103-108 109-125	16-23 103-108	16-23 103-108	16-23 109-125			16-23 103-108	109-125	109-125
" " "				109-125				109-125		
Through African Eyes-Vol.6 Clark (113)	H	7-12 37-43	7-12 37-43	37-43 88-96		101-117		66-69 118-130	66-69 131-136	58-65 66-69
" " "		58-65 71-87	58-65 71-82	137-144						
" " "			101-117							
Africa - (107) Burke	H+	282-303	282-303	282-303	282-303	282-303		282-303		282-303
Global History of Man (125) Stavrianos	H+	691-694 724-727	691-694	691-694 724-727	691-694	695		691-694 695	724-727	
" " "		741-775	741-775	741-775	741-775	741-775		741-775		741-775

U.S.A.

READING SKILLS CODE

TOPIC: FUNCTIONS OF GOVERNMENT (GENERAL)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America, Land of Change; Rights ~~Shapirom, McCrea, Beck(229)~~	E M	178-181	178-181 182-191	178-181 182-191				182-191		178-181
Americans, All. Vol. I (216) Functions of Government	M	309-314	309-314							
Civics (204) Ball-Rosch	M	255-258	255-258							
Inquiry, U.S.A. (214) Kane and Glover	M	194-205	194-205 243-250	243-250						
Civics for Citizens (212) Dimond, Pflieger	H		107-118 140-155							107-118 140-155
Exploring Our Nation's History (224) Schwartz-O'Connor	H	611-614 648-651		611-614 648-651	611-614 648-651	611-614 648-651		611-614		611-614
Justice in Urban America: Crimes & Justice (221) Ratcliffe	H			1-7	1-7 71-75	71-75		1-7		
Understanding American Government & Politics Steinberg	H+	50-74	50-74	50-74						

U.S.A.

READING SKILLS (TYPE)

TOPIC: STRUCTURE OF GOVERNMENT (FEDERAL SYSTEM, CHECKS-AND-BALANCES, OTHER FORMS OF GOVERNMENT)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History, Rev. Ed. (233) Abromowitz	E M	111-113 148-151	111-113 148-151			148-151				
America: Land of Change: Rights (229) Shapiro, et al	M		20-26		20-26	20-26				
Civics - (204) Ball & Rosch	M	35-42 59-66	35-42 59-66	35-42 59-66		223-226		35-42 59-66		35-42 59-66
" " "		68-74 86-98	68-74 86-98	68-74				68-74		68-74
" " "		162-165	162-165							
Americans All, Vol. I (216) Mannello	M	52-56								
Minorities, U.S.A. (213) Finkelstein, et al	M			372-377		372-377		372-377		
Promise of America: Starting Line (209) Cuban & Roden	M	139-143	139-143	139-143	139-143	118-119 128-130	139-143	118-119		139-143
" " "						135-137				
This Is America;s Story (232) Wilder, Ludlam, Brown	M H	228-233				228-233				

U.S.A.

READING SKILLS CODE

TOPIC: STRUCTURE OF GOVERNMENT (FEDERAL SYSTEM, CHECKS AND BALANCES, OTHER FORMS OF GOVERNMENT)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Civics for Citizens (212) Dimond-Pflieger	H	167-173								
Civil Liberties (219) Parker - O'Neill	H			1-10 30-35						
Concepts in American History Pauline (220)	H	71-75				71-75				
Exploring Our Nation's History (224) Schwartz - O'Connor	H	116-119 131-134	115-121	131-134	112	101-106 102-103		108-114 115-121		102-103 116-119
" " "		152-154		152-154	152-154	115-121 131-134		131-134 152-154		152-154 153-157
" " "						152-154 153-157				
Comparative Political Systems (223) Schultz	H+	33-38 124-125		50-56 238-241		33-38		50-56 124-125		238-241 251-255
" " "		238-241		251-255						
Rise of American Nation Todd-Curti (231)	H+	156-160		156-160		156-160		156-160		
Understanding American Government & Politics Steinberg (230)	H+	1-16	1-16			1-16				

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READING SKILLS CODE

TOPIC: STRUCTURE OF GOVERNMENT (FEDERAL SYSTEM, CHECKS-AND-BALANCES, OTHER FORMS OF GOVERNMENT)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Magruder's American Government (217) McClenaghan	H+	49-53 62-78		47-53 62-78	49-53 62-78	49-53				62-78

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READING SKILLS CODE

TOPIC: OUR CHANGING GOVERNMENT

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Promise of American - The Starting Line (209) Cuban and Roden	E	40-41	40-41	40-41						
American History - Rev. Ed. (233) Abramowitz	E M	160-163	160-163	160-163						
America: Land of Change - Promise (228) Shapiro, et al	M		65-62 119-123	57-59	65-72		51-56			
" " "			124-128							
Americans All, Vol. I (216) Mannello	M	162-164	162-164							
Civics for Citizens (212) Dimond - Pflieger	H	164-167 173-179								
Concepts in American Govt, (229) Pauline	H					79-81				
Exploring Our Nation's History (224) Schwartz & O'Connor	H	159-161	159-161 159-163		159-161	159-161	159-161	159-161		159-161
Rise of the American Nation (231) Todd-Curti	H+	162-164	162-164							
Magruder's American Govt. (217) McClenaghan	H+	53-59		53-59	53-59	49-53				

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READING SKILLS CODE

TOPIC: LEGISLATIVE BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History-Rev. Ed. (233) Abramowitz	E M	119-121 127-129	119-121 127-129				130-133			
" " "		130-133	130-133							
America: Land of Change-Rights (229) Shapiro, et al	M				132-135		132-149	136-146		
Americans All, Vol. I (216) Manello	M		87-95				87-95			
Civics (204) Ball and Rosch	M	166-182	166-182							
Civics for Citizens (212) Dimond-Pflieger	H	204-221								204-221
Concepts in American History (220) Pauline	H	98-102 110-112		98-102 110-112				98-102		
Congress in Action (210) Cutler (AEP)	H	4-7 9-13	9-13 15-21	9-13 23-27	4-7 29-33			35-40	15-21 29-33	4-7 9-13
" " "		23-27 41-46	35-40	29-33					35-40	
Exploring Our Nation's History (224) Schwartz-O'Connor	H				130-136	137-143	137-143			

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READING SKILLS CODE

TOPIC: LEGISLATIVE BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Comparative Political Systems (223) Schultz	H+				145-153		145-153			
Magruder's American Government (217) McClenaghan	H+	200-217 213-238		200-217 218-239	218-239 240-251	240-251		200-217		218-239
" " "		240-251								
Rise of American Nation (231) Todd-Curti	H+						172 190			
Understanding American Government and Politics (230 Steinberg	H+	17-48 74-81		74-81			17-48	17-48		17-48 74-81

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READING SKILLS CODE

TOPIC: EXECUTIVE BRANCH: PRESIDENTIAL POWERS

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History - Rev. Ed. (233) Abramowitz	E M	140-143	140-143			140-143				
America, Land of Change:Power (227) Shapiro, et al	M		31-35	31-35						
America: Land of Change:Rights (229) Shapiro, et al	M					122-131				
Americans All, Vol. I (216) Manello	M	95-102	95-102							
Civics (204) Ball and Rosch	M	183-187 193-198	183-187 193-198							
Minorities, U.S.A. (213) Finkelstein, et al	M	343-349		343-349						
Concepts in American History (220) Pauline	H	83-96	83-96		83-96	83-96				
Exploring Our Nation's History (224) Schwartz-O'Connor	H	146-148		146-148		146-148		146-148		146-148
The Presidency (211) AEP	H			5-10 23-27						17-21
" " "				29-43						

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READING SKILLS CODE

TOPIC: EXECUTIVE BRANCH
PRESIDENTIAL POWERS

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Comparative Political Systems (223) Schultz	H+	137-141 142-145		137-141 142-145	137-141 142-145	137-141 142-145	137-141 142-145	142-145		137-141 142-145
Magruder's American Govt. McClenaghan (217)	H+	310-321		310-321	310-321					310-321
Understanding American Govt. and Politics (230) Steinberg	H+	115-143								115-143

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READING SKILLS CODE

TOPIC: EXECUTIVE BRANCH: ELECTING THE PRESIDENT

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
American History - Rev. Ed. (233) Abramowitz	E M	135-138	135-138							
Civics (204) Ball and Rosch	M	188-192	188-192							
Exploring Our Nation's History (224) Schwartz - O'Connor	H					145-146	145-146			
Comparative Political Systems (223) Schultz	H+	75-80	75-80	75-80	75-80	75-80			75-80	75-80
Magruder's American Govt. (217) McClenaghan	H+	289-305		289-305	289-305			289-305		289-305
Understanding American Government and Politics (230) Steinberg	H+	86-113	86-113							

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READING SKILLS CODE

TOPIC: JUDICIAL BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Rights (229) Shapiro, et al	E M		60-67				60-67			60-67
American History - Rev. Ed. (233) Abrahmowitz	E M	143-147	143-147	143-147			143-147			
Civics (204) Ball and Rosch	M	199-214	199-214							
Justice in Urban American: Law and the City (222) Ratcliffe	M						125-130	45-53		
Minorities: U.S.A. (213) Finkelstein, et al	M	121-127 128-133		121-127 128-133						128-133
" " "		136-149								
Civics for Citizens (212) Dimond-Pflieger	H		223-240	223-240						223-240
Concepts in American History (220) Pauline	H	114-122	114-122	114-122		114-122		114-122		
The Lawsuit (203) AEP	H	6-13		14-28		14-28			6-13 14-28	
The Supreme Court (215) AEP	H		27-33	4-9			4-9			27-33

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READING SKILLS CODE

TOPIC: JUDICIAL BRANCH

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Exploring Our Nation's History (224) Schwartz-O'Connor	H				152-153			152-153		
Civil Liberties (219) Parker-O'Neill	H+					226-236	226-236			
Magruder's American Government (217) McClenaghan	H+	569-583		569-583	569-583					
Understanding American Govt. and Politics (230) Steinberg	H+	177-190 202-210				177-190 202-210	177-190 202-210	177-190 202-210		
U.S.A. Liberty (206) Borg	H+	29-30 32-34	29-30	29-30 32-34	29-30		32-34		29-30	29-30 32-34

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TOPIC: CIVIL LIBERTIES:GENERAL

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Promise of America:Breaking and Building (207) Cuban	E			64-70		64-70				
Civics (204) Ball-Rosch	M	101-104 106-123	101-104 106-123			115-118				
Minorities, U.S.A. (213) Finkelstein, etal	M			362-370	362-370					
Concepts in American History (220) Pauline	H					77-78		77-78		77-78
Magruder's American Government (217) McClenaghan	H+	97-106		97-106	97-106					

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U.S.A.

READING SKILLS CODE

TOPIC: CIVIL LIBERTIES
FIRST AMENDMENT

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Rights (229) Shapiro, et al.	E M			79-83	79-83					
Promise of America - Starting Line (209) Cuban and Roden	E M	146-148 148-150	146-148 148-150	146-148 148-150	146-148 148-150			148-150	148-150	146-148 148-150
America: Land of Change: Rights (229 Shapiro, et al.	E M								43-47	
Civics (204) Ball-Rosch	M	124-128	124-128	124-128						
Dissent and Protest (201) AEP	H			11-27		11-27		11-27		
Exploring Our Nation's History (224) Schwartz - O'Connor	H	164-166		164-166		164-166				164-166
Liberty Under Law (202) AEP	H	11-14 15-18	11-14 15-18	15-18				19-20	11-14	11-14
" " "		19-20	19-20							
Civil Liberties (219) Parker-O'Neill	H+	139-155	139-155 169-170	139-155 158-159				171-180		158-159 169-170
" " "			171-180	169-170						

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TOPIC: CIVIL LIBERTIES: FIRST AMENDMENT

READING SKILLS CODE

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Magruder's American Government (217) McClenaghan	H+	106-114			106-114					106-114

U.S.A.

READING SKILLS CODE

TOPIC: CIVIL LIBERTIES:
DUE PROCESS
(Procedural Rights)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Rights (229) Shapiro, et al	E M			60-67				60-67		60-67
Civics - (204) Ball-Rosch	M	129-136	129-136	129-136						
America: Land of Change: Rights (229) Shapiro, et al	E M	50-55				50-55				50-55
Exploring Our Nation's History (224) Schwartz-O'Connor	H	164-166		164-166		164-166				164-166
Justice in Urban America: Crime & Justice (221) Ratcliffe	H						36-40			
Civil Liberties (219) Parker-O'Neill	H+	36-51	30-31							
Liberty Under Law - (202) AEP	H	7-10 23-26	7-10 23-26						7-10	7-10 23-26
" " "		27-30 31-34	27-30 31-34							27-30 31-34
" " "		35-36 41-42	35-36 41-42							35-36 41-42
" " "		47-50 52-54	47-50 52-54							47-50 52-54

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READING SKILLS CODE

TOPIC: CIVIL LIBERTIES:
DUE PROCESS
(Procedural Rights)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
Magruder's American Govt. (217) McClenaghan	H+	114-119			114-119	114-119				114-119

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READING SKILLS CODE

TOPIC: CIVIL LIBERTIES: EQUAL PROTECTION

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: Black (225) Shapiro, et al	E		76-81	76-81						
Promise of America: The Starting Line (209) Cuban	E	40-41	40-41	40-41				40-41		40-41
Rights - (229) Shapiro, et al	E M		182-191	182-191				182-191		
Minorities, U.S.A. (213) Finkelstein, et al	M	97-103 204-215	204-215		121-127					
Civil Liberties (219) Parker-O'Neill	H+	79-98	79-98							
Concepts in American History (220) Pauline	H	53-55 57-61			53-55 57-61	57-61	57-61			
Liberty Under Law (202) AEP	H	59-61	59-61	59-61						59-61
Magruder's American Government (217) McClenaghan	H+	119-121			119-121	119-121				119-121

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READING SKILLS CODE

TOPIC: POLITICAL PROCESSES (Parties, Elections, Influencing Governmental Decisions)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

TITLE	L.	1	2	3	4	5	6	7	8	9
America: Land of Change: People (226) Shapiro, et al	E				51-53					
America: Land of Change: Rights (229) Shapiro, et al	E M			92-103		92-103		92-103		92-103
Promise of America - The Starting Line (209) Cuban and Roden	E	40-41	40-41	40-41						
Promise of America - Struggling for the Dream(208) Cuban	E		112-116	112-116	116		112-114			
Promise of America - Breaking and Building (207) Cuban	E M			104-106 110-113		99-103	99-103			
America: Land of Change: Rights (229) Shapiro, et al	M		166-172	166-172			166-172			
Americans All, Vol. I (216) Mannello	M	156-167					156-167			142-145 153-155
Civics (204) Ball and Rosch	M	311-330	311-330	279 282			316-330	279-289		
Minorities, U.S.A. (213) Finkelstein, et al	M			378-388	378-388	378-388				
Civics for Citizens (212) Dimond-Pflieger	H	291-309		291-309				291-309		

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READING SKILLS CODE

TOPIC: POLITICAL PROCESSES (Parties, Elections, Influencing Governmental Decisions)

1. Detail
2. Main Idea
3. Conclusions
4. Cause-Effect
5. Categories
6. Sequence
7. Compare-contrast
8. Fact-opinion
9. Application

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TITLE	L.	1	2	3	4	5	6	7	8	9
Concepts in American History (220) Pauline	H	102-105			102-105	129-142		129-142		
Comparative Political Systems (223) Schultz	H+			65-69 82-86			82-86			65-69
Magruder's American Government (217)	H+	124-142 161-177		124-142 161-177	124-142 161-177	161-177		124-142		161-177 178-197
" " "		178-197		178-197	178-197					
Understanding American Government and Politics Steinberg (230)	H+	302-317								302-317

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